



Nevill Road Infant School PSHE Curriculum



National Curriculum Subject Content

EYFS

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development will:

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Talk about the lives of people around them and their roles in society.

KEY STAGE 1

ESSENTIAL OBJECTIVES

ESSENTIAL OPPORTUNITIES

**Selection taken from the end of primary outcomes:
'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance'**

Pupils will know:

- that families are important for children growing up because they can give love, security and stability.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and now that other children's families are also characterised by love and care.

Pupils will learn:

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



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<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. what a stereotype is, and how stereotypes can be unfair, negative or destructive. that people sometimes behave differently online, including by pretending to be someone they are not. that each person's body belongs to them the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. about different types of bullying and how to get help. 	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. managing conflict, how to manage these situations and how to seek help or advice from others, if needed. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). the rules and principles for keeping safe online about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. the conventions of courtesy and manners.
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BREADTH OF STUDY	EYFS	Y1	Y2
Being Me In My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings
Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success



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Healthy Me	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>
Relationships	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>
Changing Me	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>

KEY END-POINT ASSESSMENT

	EYFS	Y1	Y2
Being Me In My World	Can I talk about children's rights and this means we should all be allowed to learn and play?	Can I explain why my class is a happy and safe place to learn?	Can I compare my own and my friends' choices and can express why some choices are better than others?
Celebrating Difference	Can I understand that being different makes us all special?	Can I tell you some ways that I am different and similar to other people in my class, and why this makes us all special? Can I explain what bullying is and how being bullied might make somebody feel?	Can I explain why it is OK to be different from my friends? Can I explain that sometimes people get bullied because they are seen to be different?



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Dreams and Goals	Can I say how I feel when I achieve a goal and know what it means to feel proud?	Can I explain how I feel when I am successful and how this can be celebrated positively?	Can I explain how it felt to be part of a group and identify a range of feelings about group work?
Healthy Me	Can I understand how moving, resting and healthy food are good for my body?	Can I explain why I think my body is amazing and identify a range of ways to keep it safe and healthy?	Can I explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices?
Relationships	Can I say how to be a good friend?	Can I give examples of behaviour in other people that I appreciate and behaviours that I don't like?	Can I explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special?
Changing Me	Can I understand and respect the changes that they see in myself?	Can I compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older?	Can I tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me?